

## The Effect of Job Satisfaction on Lecturer Work Organizational Commitment in Colleges of Education

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**ABSTRACT.** The purpose of this study is to investigate the impact of work satisfaction on lecturers' organizational commitment. The study employs quantitative methodologies as well as correlation analysis. The study was carried out at the Babunnajah High School of Education in Banten Province. The overall population consisted of 96 academics who took part in this study. A questionnaire on a five-point scale was employed as the study tool. There are 32 verified job satisfaction questions and 18 organizational commitment items in the measure. The findings revealed that instructors at the Babunnajah Higher Education School had high levels of work satisfaction and organizational commitment. Job happiness has an effect on professor organizational commitment. As a result, the higher the amount of organizational commitment, the higher the level of work satisfaction. According to the research suggestions, efforts should be made to boost professor work satisfaction.

**Keywords:** *Job satisfaction, organizational commitment, colleges of education*



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### INTRODUCTION

Human resources in the organization will grow if they are satisfied with their jobs (Chow et al., 2007). Employee motivation can be provided via job satisfaction (Raziq & Maulabakhsh, 2015). Job satisfaction may boost employee motivation and organizational commitment (Lumley et al., 2011). However, employee organizational engagement has not increased much in some firms. According to Pearson (Khalid, 2010), job satisfaction is having a favorable attitude regarding work. Job satisfaction relates to Herzberg's (1959) Two-Fact Theory, which states that job satisfaction (the motivator) is tied to job content and job unhappiness (the hygiene factor) is related to job environment. Job satisfaction has nine components (Weis et al., 1967; Herzberg, 1959), which are as follows: 1) salary; 2) advancement; 3) supervisor; 4) benefits; 5) contingent rewards; 6) working circumstances; 7) colleagues; 8) type of job; and 9) communication.

Meyer and Allen (1990) identified three factors for the organizational commitment model. First, emotional commitment investigates employee perceptions of their desire to remain with the firm. Second, consider the requirement for workers to stay with the firm. Third, normative commitment investigates workers' perceptions of duty to stay with the company. Previous study (Oyebi & Abubakar, 2012) supports the impact of work satisfaction and organizational commitment. Job satisfaction and organizational commitment are experimentally linked in the following industries: healthcare (Redfern et al., 2002), restaurants (Kim et al., 2005), and retail (Pepe, 2010). The study's findings are consistent with prior findings (Akbar & Djudi, 2016; Devi & Adyani, 2015; Shah et al., 2021).



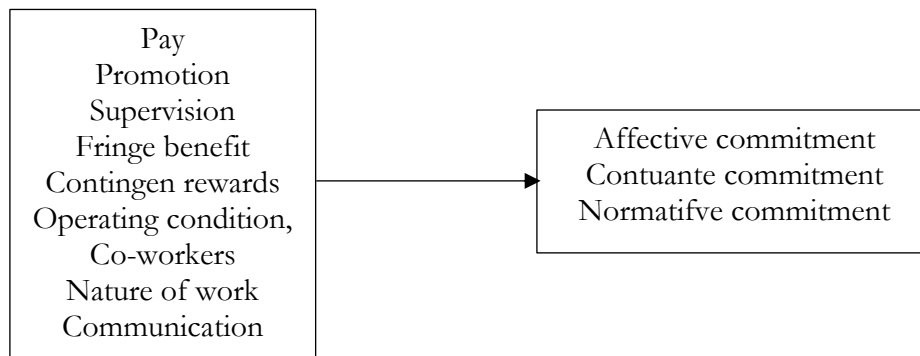
Several issues with work satisfaction and organizational commitment among employees and lecturers were discovered. Several concerns concerning job happiness, academic profession, and academic career progression are likely to be fundamentally different in this time of stagnation (or perhaps contraction) that has so far continued (Kwiek, 2012, 2013, 2014). Low remuneration is associated with excessive workload, free time for scientific work, job instability at the university, lack of security, lack of creditworthiness, thriving family life, achievement unrelated to level of remuneration, nepotism, ganging up, and interdependence based on connections in higher education institutions (Szromek & Wolniak, 2020).

Some of the issues with organizational commitment include the fact that the more people who are dedicated consistently, the more stress, work-family conflicts, and low life satisfaction they suffer (Meyer et al., 2002; Panaccio & Vanderberghe, 2009). Some employees are terrified of losing their employment and believe they are imprisoned within the firm (Vanderberghe et al., 2007). Job satisfaction influences organizational commitment. When the level of employee happiness rises, so do productivity, work performance, absenteeism, and labor turnover (Munandar, 2014). The goal of this research is to assess the degree of work happiness and organizational commitment of professors, as well as the influence of job satisfaction on lecturers' organizational commitment, based on the assertions and difficulties in the background.

## METHOD

This study uses quantitative research with a correlational approach. Quantitative research is measured numerically and statistically using statistics (J. Scumacher and J. Mc. Milan, 2001). Correlation research is research that measures the effect of two or more variables using statistical analysis (Creswell, 2014). The population of this research is 96 lecturers as the sample. According to Arikunto (2016), if the subject is less than one hundred, then the research is population research. The samples were from 41 Islamic High School and Babunnajah Banten Education High School. The research instrument for job satisfaction was measured using the Mennesota Measuring Questionnaire (MSQ) by Weiss (1967), including dimensions: 1) salary, 2) promotion, 3) supervision, 4) additional allowances, 5) contingent rewards, 6) working conditions, 7) colleagues, 8) nature of work, and communication. The research instrument for organizational commitment was measured using the Organizational Commitment Questionnaire (OCQ) by Meyer and Allen (1990), which includes three dimensions: 1) affective commitment, 2) continuity commitment, and 3) normative commitment.

It begins with a theoretical foundation based on the research technique. Figure 1 depicts the conceptual structure of this study to examine the role of job satisfaction in lecturers' organizational commitment.



**Figure 1:** Job Satisfaction Conceptual framework for organizational commitment

The Pearson correlation test is used to assess the instrument's validity, while the Cornbach's alpha test is used to assess its reliability. SPSS Version 24.0 was used for both. Table 1 shows the results of the validity and reliability tests.

**Table 1:** Test Results of Job Satisfaction and Organizational Commitment Instruments

Dimensions	Instrument	Pearson correlation	Cronbach alpha	Information
Pay	Py <sub>1</sub> -Py <sub>4</sub>	0,336-0,443	0,641	Valid & Reliable
Promotion	Hal <sub>1</sub> -Pn <sub>4</sub>	0,490-0,628	0,775	Valid & Reliable
Supervision	Sv <sub>1</sub> -Sv <sub>4</sub>	0,341-0,637	0,600	Valid & Reliable
Allowances	FB <sub>1</sub> -FB <sub>4</sub>	0,323-0,650	0,601	Valid & Reliable
Contingent Fees	CR <sub>1</sub> -CR <sub>4</sub>	0,334-0,647	0,623	Valid & Reliable
Operating Conditions	OK <sub>1</sub> -OC <sub>4</sub>	0,411-0,593	0,641	Valid & Reliable
Work colleague	CW <sub>1</sub> -CW <sub>4</sub>	0,414-0,615	0,632	Valid & Reliable
Nature of Work	BL <sub>1</sub> -BL <sub>4</sub>	0,415-0,497	0,668	Valid & Reliable
Communication	CC <sub>1</sub> -CC <sub>4</sub>	0,339-0,588	0,600	Valid & Reliable
Affective Commitment	AC <sub>1</sub> -AC <sub>6</sub>	0,406-0,673	0,729	Valid & Reliable
Continuous commitment	CC <sub>1</sub> -CC <sub>6</sub>	0,368-0,655	0,671	Valid & Reliable
Normative commitment	NC <sub>1</sub> -NC <sub>6</sub>	0,545-0,649	0,765	Valid & Reliable

The mean and standard deviation are described in detail. The average analysis is based on the work of Jamil (2002) and Supardi et al. (2021), who assigned high, medium, and low scores. Bivariate regression and correlation analysis are used in inferential analysis (Supardi, 2021).

## RESULT AND DISCUSSION

### Result

Table 2 shows the results of a statistical examination of work satisfaction and organizational commitment. Table 2 depicts organizational committee job satisfaction as greater than average job satisfaction ( $4.28 > 3.97$ ) and inversely related to standard deviation (0.67 0.83). The dimensions are less than the average job satisfaction variables: coworkers (3.40), supervision (3.650), compensation (4.02), operational condition (4.10), communication (4.21), fringe benefit (3.38), and coworkers (3.40). The average organizational commitment (4.21), emotional commitment (4.21), and normative commitment (4.36) are all lower.

**Table 2:** Job satisfaction descriptive statistic and Organozational Commitment

Dimension of Variable	Mean	Standard Deviation	Criteria
Pay	4.02	1.37	High
Promotion	3.65	0.68	Medium
Supervision	3.38	1.05	Medium
Fringe Benefit	4.38	0.74	High
Continent Rewards	4.32	0.67	High
Operating Condition	4.10	0.64	High
Co-Workers	3.40	0.99	Medium
Nature of Work	4.28	0.58	High
Communication	4.21	0.50	High
Affective Commitment	4.29	0.62	High
Continuance commitment	4.20	0.81	High
Normative commitment	4.36	0.60	High

The analysis of the contribution of job satisfaction to lecture organizational commitment is based on the regression analysis in Table3. Table 3 show regression test result with Ftest. The calculation show that the value of F is 14.916 sign ( $0.021 < 0.05$ ). The result of the result suggest contrubtion job satisfaction to lecture organizational commitment  $X_1, X_2, X_3, X_4, X_5, X_6, X_7, X_8$ , and  $X_9$  are very significant. So, the regression equation:  $17.039 + 0.286X_1 + 0.353X_2 + 0.148X_3 + 0.132X_4 + 1.340X_5 + -0.336X_6 + 1.035X_7 + 0.574X_8 + 0.259X_9$  can be used to described the relationship between job satisfaction including: include pay, promotion, supervision, fringe benefit,

contingen rewards, operating condition, co-workers, nature of work and communication to lecture organizational commitment.

**Table 3:** Analysis of job satisfaction regression with lecture organizational commitment

Model		Unstandardized		Sign	F	R	R <sup>2</sup>
		Coefficient					
1	(Constant)	17.039	7.250	.021	14.916	.783	.612
	Pay	.286	.352	.419			
	Promotion	.353	.254	.168			
	Supervision	.148	.245	.548			
	Fringe Benefit	.132	.406	.745			
	Contingent Rewards	1.340	.385	.001			
	Operating Condition	-.336	.275	.226			
	Co-Workers	1.035	.284	.000			
	Nature of Work	.574	.387	.141			
	Communication	.259	.432	.550			

The strength of the relationship between job satisfaction include: pay, promotion, supervision, fringe benefit, contingen rewards, operating condition, co-workers, nature of work and communication indicated by a correlation coefficient of 0.783, so that determinant coefficient relationship between job satisfaction and organizational commitment is equal 0.612. This means 61.2% of the variation ththat occur in organizational commitment by lecturers can be influenced by job satisfaction. Thus, can be concluded that the job satisfaction include pay, promotion, supervision, fringe benefit, contingen rewards, operating condition, co-workers, nature of work and communication to gether contribution 61.2% to increasing lecture organizatioobal commitment.

## Discussion

The results of this study show that lecturers job satisfaction is high. The lecture job satisfaction was also found to be high (mean; 3.96) (Amin, 2022). Research Malik et al. (2010) founded job satisfaction among employees is medium (mean, 3.55). Job satisfaction refers to (Siqueira, 2008), including satisfaction with colleagues, satisfaction with the payment, satisfaction with the boss, satisfaction with the nature of the job, and satisfaction with the promotion. Job satisfaction possessed by lectures must be observed at a high level. According to Ghuman (2011), job satisfaction shows the success of the organization. Referring to Perera & John (2020), job satisfaction is the attainment of work results in carrying out the tasks assigned to it based on work goals, work performance, realization, targets, and welfare. Job satisfaction is perceived as a positive affection of a worker for work and work situations (Diana et al., 2022).

According to the findings of this study, organizational commitment is strong. The study's findings corroborate the findings of (Amin, 2022), who discovered organizational commitment (mean, 3.96). The findings of Liz and Oliveira's (2016) investigation revealed emotional commitment (mean: 3.6), instrumental commitment (mean: 2.5), and normative commitment (mean: 2.5). According to Alqudah et al. (2022) and San Lam & O'Higgins (2012), professors who are committed to their jobs have a higher birth rate, work more, and perform better. Affective-continuance and normative commitments are made at different levels by an organization and all personnel as part of the organizational commitment (Meyer & Allen, 1997).

According to the findings of this study, work satisfaction adds to organizational commitment. The study's findings are consistent with prior findings (Akbar et al., 2016; Shah et al., 2021). Job satisfaction was found to influence organizational commitment at Wad Madani and A-Gajira Universities in Sudan (Ahmed & Engdasew, 2021), Tamil Nadu University (Gopinath, 2020), a privatized higher education institution (Yuwono et al., 2020), and the state Islamic Religious College in Aceh (Utama et al., 2021). There is a contribution from job happiness, or an employee

organization commitment (Maryani, 2018, Aminullah & Rosnandi, 2020). This study backs up the findings of Bael-Kyo and Joo (2010), Ahmad et al. (2012), and Dev et al. (2011).

## CONCLUSION

According to the findings of this study, both work satisfaction and organizational commitment are high. Job satisfaction adds to organizational commitment. Job satisfaction is influenced by pay, advancement, supervision, fringe benefits, contingent incentives, operational circumstances, coworkers, the nature of work, and communication. Huge institutions should therefore boost their professor job satisfaction because it has obviously influenced lecturer organizational commitment. Future research is expected to yield superior service in order to increase job satisfaction.

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